

Finance would also have to be kept in mind while deciding allocations under various sectors/schemes during the 11th Plan period.

World Bank report on education in the country

†1226. SHRI UDAY PRATAP SINGH: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the World Bank has given to Government its report on the quality of education in the country;

(b) if so, the details thereof; and

(c) the steps being taken by Government to improve the level of education as well as to ensure the provision of education to each and every child in the country?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI D. PURANDESWARI): (a) World Bank have not prepared any consolidated report on Quality of Education in India.

(b) Does not arise.

(c) The National Policy on Education, 1986 as modified in 1992, envisages a National System of Education based on the principles embodied in the Constitution. The concept of National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. The National System of Education envisages a common education structure i.e., the 10+2+3 structure which has since been accepted in most of the parts in the country.

Incompetency and shortage of teachers

†1227. SHRI JANESHWAR MISHRA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that it has been stated in the World Monitoring Report of UNESCO that fifty per cent teachers are not competent enough to provide proper education to the students and 25 per cent schools do not have teachers;

†Original notice of the question was received in Hindi.

(b) if so, whether Government are taking measures to identify such teachers and to recruit competent teachers;

(c) whether Government are contemplating to take effective steps to improve the quality of education in the country; and

(d) if so, the details thereof?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI MD. ALIASHRAF FATMI): (a) to (d) The UNESCO's Global Monitoring Report (GMR) is not India specific. The GMR for the year 2007, entitled *Strong Foundations* focuses on Early Childhood Care and Education (ECCE). However, it makes reference to the overall progress towards achieving the *Education for All* (EFA) goals, with a view to establishing connections between ECCE, elementary, secondary and adult education. It states, *inter-alia*, that there are not enough qualified and motivated teachers to reach EFA Goals. It makes specific reference to the need for recruiting large number of teachers in Sub-Saharan Africa as well as the need for more women teachers in South and West Asia. It also points out that the teacher absenteeism is a serious problem in many developing countries.

Recruitment of teachers is undertaken at the State level as per the Recruitment Rules for each State. Under *Sarva Shiksha Abhiyan* (SSA), the Central Government provides financial support to States for teacher salaries as per norms of two teachers for every new primary school, one teacher for each class of upper primary school and additional teachers to improve the teacher-pupil ratio to 1:40, SSA also undertakes in-service training of teachers, free distribution of text books of eligible category of children in primary and upper primary classes, regular academic support to schools and teachers through Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs).

In order to create institutional infrastructure for pre-service and in-service training of elementary and secondary school teachers, the Government of India is implementing a Centrally Sponsored Scheme of Re-structuring and Re-organization of Teacher Education under which support is provided for State Councils of Education Research and Training (SCERT), District Institutes of Education and Training (DIET), Colleges of Teacher Education (CTE) and Institutes of Advanced Study in Education (IASE).